



## DIOCESAN INSPECTION REPORT

# St Pius X Catholic Primary School

Amersham Road, Middlesbrough, Cleveland TS3 7HD

School Unique Reference Number: **146249**

<b>Inspection dates:</b>	13 – 14 February 2019
<b>Lead inspector:</b>	Anne Parr
<b>Trainee inspectors:</b>	Katherine Griffin, Jackie Tempestoso

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
<b>Catholic Life:</b>		Outstanding	1
<b>Collective Worship:</b>		Outstanding	1
<b>Religious Education:</b>		Outstanding	1

## SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

St Pius X Catholic Primary School is an outstanding Catholic school because:

- All staff at St Pius X School, have a strong sense of their mission in education, as expressed in the school's Vision and Mission statements. They strive to improve all outcomes for pupils through the outstanding Catholic character of the school, the education it provides and the care it gives to its families. They are successful in doing so.
- Pupils enjoy being in school and know that its Catholic character brings responsibilities to live out the school's mission, loving God, loving their neighbour and making the most of their own God-given talents.
- The outstanding Catholic Life of the school is very apparent in well-established links with the parish, the local community and the wider Church. Pupils are very engaged and enthusiastic in all activities which reflect the Catholic character of the school.
- Pupils respond well to a variety of styles of outstanding Collective Worship; they participate reverently in presiding, praying and singing joyfully. They initiate opportunities for prayer and are involved in evaluating the school's Collective Worship.
- The school has worked hard to provide overall outstanding Religious Education (RE) for its pupils. Plans for improvement and for the development of less experienced staff have led to good teaching in RE. Pupils enjoy RE and a very large majority make good or outstanding progress from their starting points.

## FULL REPORT

### INFORMATION ABOUT THE SCHOOL

- St Pius X School is an average sized primary school with a planned admission number of 210 plus 52 part-time Nursery places. Currently there are 220 pupils on roll including Nursery. Of these, 46% of pupils are baptised Catholics, 10% of other faiths and 44% with no religious affiliation
- The school serves the parish of St Alphonsus. The Church is some 25 minutes' walk away.
- Last summer, three experienced post threshold teachers left the school due to retirement and promotion. The school recruited new members of staff who were unfamiliar with teaching in a Catholic school. 60% of teachers are Catholic.
- The vast majority of pupils are from a white British background.
- The proportion of pupils known to be eligible for free school meals is high at 67%
- 14% of pupils are on the Special Educational Needs register
- 70% of pupils live in the top 1% of most deprived electoral wards nationally.
- The school has been part of the Nicholas Postgate Catholic Academy Trust since September 2018

### WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Improve the Catholic Life of the school by:
  - using links with the Nicholas Postgate Academy to share best practice in developing the Catholic Life of the school
  - making full use of the 'Called to Serve' initiative
- Improve pupils' skills in planning, leading and evaluating Collective Worship by:
  - giving teachers greater knowledge and understanding of different ways of praying
- Improve the quality of teaching and assessment in RE by:
  - using a wider range of imaginative teaching strategies
  - more accurate and frequent moderation of pupils' work within school

## CATHOLIC LIFE

## THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

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- The extent to which pupils contribute to and benefit from the Catholic Life of the school.
- The quality of provision for the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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**The extent to which pupils contribute to and benefit from the Catholic Life of the school is outstanding.**

- Pupils have a strong sense of belonging to the vibrant Catholic community of St Pius X School. The school's mission statement has clear meaning for the pupils, beyond simply knowing its words, so they understand that their actions and behaviour towards others, especially those in need, must be a reflection of it.
- Their thoughts and opinions played a full part in the development of the mission statement. This process has given them increased ownership of it. They can explain at an age-appropriate level the beautiful display in the hall linking all aspects of the curriculum and school life to 'Live, learn, love and grow in the light of Christ'. This includes evidence of building relationships with those from different backgrounds. For example, visits to those of other faiths.
- The outstanding Catholic character of the school means that pupils have a strong sense of personal worth and learn the importance of their relationship with God at an age-appropriate level. They can express their own beliefs and feelings about their faith: 'we are following in Jesus' footsteps; he is our light'
- Pupils' outstanding behaviour is rooted in their involvement in the ethos and values of the school; the calm, purposeful and orderly atmosphere around school springs from this.
- They are able to take on responsibilities; for example, as prayer leaders, peer-mediators on the playground and school council members. This enables them to develop a strong sense of responsibility for those around them. They take their roles and responsibilities in school very seriously.
- Pupils look after each other and look after the local, national and global community through a multiple range of charity work, visits and activities so that they develop a moral awareness. They talk animatedly about the 'Called to Serve' initiative; for example, after visiting the St John Paul Centre for the homeless, one pupil remarked 'I thought I had nothing until I went there'. A highlight for the whole community was the curriculum morning around 'Laudato Si'; both pupils and parents were enthusiastic about the understanding they gained. A cause for special excitement and pride in their Catholic school is a splendid response from Pope Francis to the work they had done

### **The quality of provision for the Catholic Life of the school is outstanding.**

- From a deep personal commitment to the Church's mission in education, the headteacher has enabled the whole school community to place the mission statement and vision statement at the heart of school life. The whole community is involved in 'transforming lives' so that the vision is becoming reality for the pupils and families served by the school. The parish priest explained that 'there is no better start than coming here'.
- The Catholic identity of the school is immediately apparent because of the many beautiful displays reflecting its importance and impact on the school's activities. Pupils are immersed in it. Effective induction of new staff is in place and provided by the RE subject leader. Use is also made of diocesan Continued Professional Development (CPD). Staff receive one to one support to develop their skills in teaching RE, in leading Collective Worship and in enabling pupils to pray.
- Families speak highly of the support given to their children in every respect and they feel involved in the Catholic Life of the school. Staff have worked hard to build outstanding relationships within school and with the community it serves. They are very positive about relationships in school and they feel well supported through their Personal Development Profile.
- Pupils with particular needs are well looked after through brokered individual support. This is combined with very discreet practical support to families who need it so that all pupils flourish and feel safe in their Catholic community. A parent said that 'my child is not only educated at school but is cared for, happy and nurtured.'
- The school chaplaincy co-ordinator's work has a huge impact on the Catholic Life of the school. Through her leadership, guidance and support, the Catholic Life of the school has the highest priority and all are involved in it.

### **How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.**

- The school's senior leadership team lead by example and are very committed to maintaining an outstanding Catholic school with the spiritual and moral development of pupils a priority.
- Very committed governors have a strong sense of responsibility for the Catholic Life of the school and take an active part in it; they influence its direction through consistent emphasis on Catholic Life as an improvement priority. They hold the headteacher to account for this.
- Governors decided to appoint a dedicated chaplaincy co-ordinator who helps the school to place Catholic Life at the centre of all it does. Leaders and governors together have ensured that pupils and their families appreciate and can participate in the Catholic Life of the school. Parents enjoy the regular opportunities they have to be part of the Catholic Life of the school through liturgies and the very popular curriculum mornings.
- Governors and leaders have adopted, adjusted and are implementing the diocesan policy on induction for staff new to Catholic education so that, over time, teachers can make their own contribution to the Catholic Life of the school as spiritual leaders of their class.
- The school's self-evaluation is detailed and accurate. It pays great attention to the views of all those in the community as expressed through questionnaires. It is also the result of comprehensive monitoring processes. Together, these lead to careful planning for improvement and the systematic implementation of improvement plans.

## COLLECTIVE WORSHIP

### THE QUALITY OF COLLECTIVE WORSHIP

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- How well pupils respond to and participate in the school's Collective Worship.
- The quality of provision for Collective Worship.
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

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#### **How well pupils respond to and participate in the school's Collective Worship is outstanding.**

- Collective Worship engages all pupils and they respond with sincerity and enthusiasm. They are reverent when entering and leaving; they listen to the Word of God with respect. Even the youngest pupils in school know how to greet the gospel, how to join in with the gospel acclamation and how to show reverence. For example, when passing around a holding cross.
- Pupils participate in Collective Worship in a variety of ways and forms requiring varying degrees of independent planning and leadership.
- For example, classes take turns in preparing the whole school Wednesday Word Collective Worship; pupils prepare it under the guidance of their class teacher.
- Less formal weekly classroom Collective Worship gives pupils a greater degree of independence: the year one class were asked to choose four items for a central focus from a collection of six items.
- By upper key stage two (KS2), pupils are competently planning, leading and evaluating what they have done in their classroom worship.

#### **The quality of provision for Collective Worship is outstanding.**

- Collective Worship is the heart of the school's Catholic Life.
- There is a substantial range of high-quality opportunities for pupils to experience. For example, a whole school Collective Worship planned by pupils with the school chaplain used a variety of resources and symbols to celebrate the feast of Our Lady of Lourdes. It provided all present with a range of opportunities to pray including the heartfelt singing of 'Called to Serve'
- Pupils speak of praying on the playground, which is facilitated by the chaplaincy co-ordinator, when they can spontaneously ask to pray for someone or use different styles of praying. For example, 'Bubble Prayers' or writing prayers in the sand (desert) during Lent. Year six prayer leaders initiate ideas for Collective Worship; these often spring from parish and diocesan events or from RE lessons.
- Pupils are provided with more traditional opportunities for prayer: praying the Holy Rosary during October or praying for the dead during the month of November through the voluntary prayer group
- The school provides regular involvement for pupils at the nearest parish Church. For example, Friday mass, Advent and Remembrance Day. Consequently, parish-links are strengthened. This is supported by the regular presence of the parish priest in school who describes it as 'a joy to come into school'.

- School uses its staff briefings as one way of encouraging less confident staff to speak and participate in prayer and to gain understanding of the Church's liturgical year; this, in turn enhances provision for pupils.

**How well leaders and managers promote, monitor and evaluate the provision for Collective Worship is outstanding.**

- All evidence shows that school leaders understand different forms of liturgy and worship and know how to provide high quality experiences for the school community. There are many examples recorded in school.
- Outstanding practice is modelled to help less experienced staff who are supported in developing their spiritual and liturgical understanding.
- Leaders ensure that there is a planned cycle of Collective Worship to reflect the liturgical year using a range of forms and resources to engage all pupils. They effectively promote both formal and informal ways of praying, both traditional and contemporary.
- School leaders take every opportunity to promote the provision for prayer and Collective Worship to parents. For example, through regular school newsletters which feature the school's Collective Worship focus as well as inspirational quotes from the gospels, saints or Pope Francis.
- Parents are appreciative of the opportunities the school gives them to join in with the school's cycle of Collective Worship; key celebrations and liturgies are well attended.
- Leaders regularly monitor the quality of Collective Worship so that they can plan for improvements. For example, to improve provision in classrooms and support less experienced staff, all RE lessons end with a relevant prayer or hymn around the class sacred space. This provides a quality end to the lesson and a simple mission for the pupils to take out into the world.

## RELIGIOUS EDUCATION

### THE QUALITY OF RELIGIOUS EDUCATION

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- How well pupils achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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#### How well pupils achieve and enjoy their learning in Religious Education is outstanding.

- Pupils typically enjoy their learning; behaviour in lessons is outstanding; pupils listen well, concentrate well and respond with interest in a variety of ways according to the task the teacher has provided.
- Pupils are aware of how to improve their work using their understanding of 'driver words' and the response marking evidenced in all pupils' books. A year six pupil said 'It helps me to get a better understanding of how to improve – make more links.'
- They also understand that RE must have an effect on their actions and must permeate everything that happens in school because 'we follow the footsteps of Jesus and try to be more like him' (a mixed-age group talking over lunch)
- Good progress is made in their written work by a very large majority of pupils; they take care in their work and are proud of it.
- Pupils enter school with skills below those typical of their age and with little experience of Church or religious stories. By the end of key stage one (KS1), most pupils in most classes achieve diocesan expectations in RE indicating good progress. For some pupils, this represents outstanding progress. By the end of key stage two (KS2), most pupils have continued to make good progress, especially in their ability to talk about RE and its effect on their lives using religious vocabulary.
- The school uses simple but effective monitoring systems for tracking attainment data, progress in lessons and progress over time in pupils' books. The data profile and information from these systems is used to flag up any concerns about pupils' progress at termly pupil progress meetings. Consequently, there is no significant underachievement. Any variations between groups is identified and acted upon.
- Those pupils in receipt of Pupil Premium and pupils with any Special Educational Need or Disability (SEND) are well supported in the classroom so that they make good progress from their starting points.

#### The quality of teaching and assessment in Religious Education is good.

- Most teaching of RE is at least good and ensures that pupils understand what is expected of them and are motivated to achieve and make progress. Teachers make good use of teaching assistants who are a strength of the school. There is good differentiation in all lessons so that all pupils can make progress.
- The resources and processes for teaching 'Come and See' are very evident and used in all lessons to provide a clear structure, especially for less-experienced teachers. Teachers are beginning to use more

imaginative approaches to enthuse and further motivate pupils but this is not yet established across all teaching.

- Where the year six teacher used, for example, paired talk and group work, pupils were able to make links and relate ideas and scriptures to their own lives. Similarly, in a stimulating year two lesson, pupils linking art work to 'heaven and earth are full of your glory', could talk excitedly about their work: 'I've done a path to the cross because the cross is like a path to God', before recording their reasons for what they had painted.
- During lessons, teachers regularly check pupils' understanding: through questioning and 'hot-marking' pupils are challenged to deepen their understanding, make links to previous learning and to the wider religious life of the school. Consequently teachers have a good understanding of pupils' abilities and understanding. Praise and encouragement are strong features of classroom practice.
- An effective coaching programme has resulted in self-improvement for teaching assistants so that many are able to question pupils skilfully; this contributes to the quality of teaching.
- Currently, there are still some inconsistencies in the accuracy of formal assessments particularly in upper KS2; the school has begun systematic internal and external moderation of assessment data but this has not yet had full impact.

**How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.**

- The RE curriculum meets the requirements of the Bishops' Conference. Coverage in pupils' books and classroom displays reflects the required amount of time dedicated to the teaching of curriculum RE using 'Come and See'.
- The subject is well-resourced and has parity with other core subjects
- Additionally, leaders and managers promote the broader RE of pupils through engagement with the local community and with initiatives in the wider diocesan and global Church. As a result, pupils can use these experiences for reflection; they then apply their thoughts and feelings during RE lessons.
- The headteacher and RE subject leader provide strong and effective leadership. RE has a visibly high priority throughout the school. Together with governors, leaders evaluate and monitor the provision for RE. Governors robustly challenge the headteacher on all aspects of school improvement through termly headteacher challenge meetings
- RE is well led by the subject leader. There is a comprehensive yet simple system to monitor and evaluate both practice and data. This has been very effective. He uses the evaluations so that teachers, especially those new to the school, can improve their subject knowledge and teaching.



## SUMMARY OF INSPECTION JUDGEMENTS

**HOW EFFECTIVE THE SCHOOL IS IN PROVIDING CATHOLIC EDUCATION:****1****CATHOLIC LIFE:****1**

The extent to which pupils contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school.

1

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

1

**COLLECTIVE WORSHIP:****1**

How well pupils respond to and participate in the school's Collective Worship.

1

The quality of provision for Collective Worship.

1

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship.

1

**RELIGIOUS EDUCATION:****1**

How well pupils achieve and enjoy their learning in Religious Education.

1

The quality of teaching and assessment in Religious Education.

2

How well leaders and managers monitor and evaluate the provision for Religious Education.

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## SCHOOL DETAILS

<b>School name</b>	St Pius X Catholic Primary School
<b>Unique reference number</b>	146249
<b>Local authority</b>	Middlesbrough
This Inspection Report is produced for the Rt Reverend Terence Patrick Draney the Bishop of Middlesbrough under canon 806 of Canon Law. For voluntary aided schools it also fulfils the responsibility the governing body has to inspect the school under s48 of the Education Act 2005.	
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<b>Date of previous school inspection</b>	Previous Inspection Date
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